

Common Core Standards through World Languages: Developing Literacy through Language Learning



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of Foreign Languages

Resources: actflregionalworkshop.wikispaces.com

21st Century Learning

“This is a story about the big public conversation the nation is not having about education ... whether an entire generation of kids will fail to make the grade in the global economy because they can’t think their way through abstract problems, work in teams, distinguish good information from bad, or speak a language other than English.”

How to Build a Student for the 21st Century, TIME Magazine, Dec. 18, 2006



What skills are in demand?

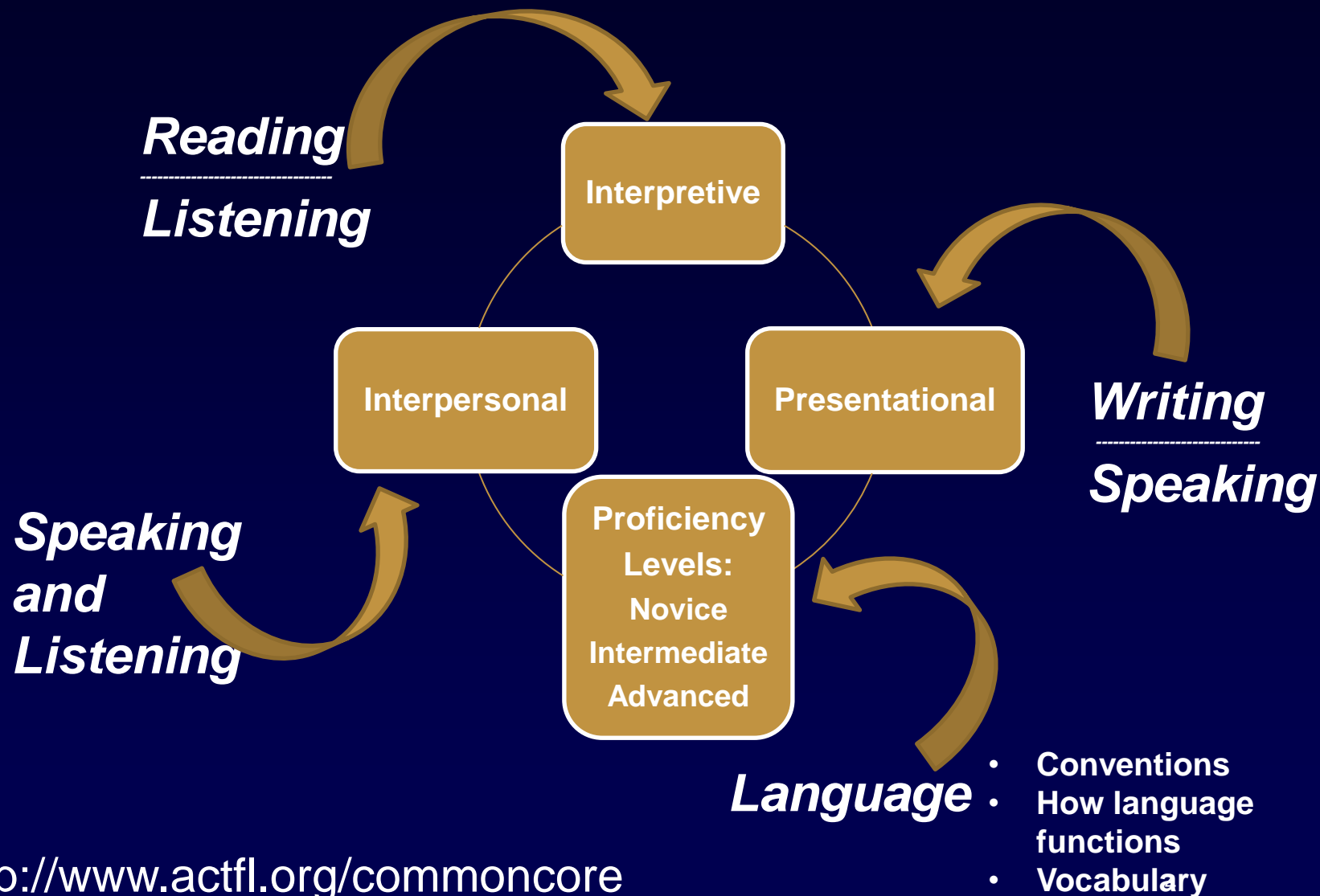
Top “most important” skills from employers:

- Professionalism/work ethic & teamwork/collaboration
- Communication
- Knowledge of other languages
 - 63.3% of employer respondents believe this will increase in importance
- Making appropriate health and wellness choices
- Creativity/innovation
 - 73.6% of employer respondents project this skill to increase in importance
 - Currently 54.2% of employers say new hires with high school diploma are deficient in this skill

http://www.p21.org/documents/key_findings_joint.pdf

Are They Really Ready to Work?

Linking Common Core & World Languages





Overview to English Language Arts Standards

- College and Career Readiness (CCR) Anchor Standards for each strand:
 - Reading (10 standards in 4 categories)
 - Writing (10 standards in 4 categories)
 - Speaking and Listening (6 standards in 2 categories)
 - Language (6 standards in 3 categories)
- Consistent overarching targets
(parallel for each grade band)

Key Shifts in ELA: Implications for World Languages

Previous State ELA Standards	Common Core State Standards
Focus on literature	Focus on more non-fiction
Texts that don't prepare students for complexity of college/career texts	Appropriately complex texts
Reading to report/summarize content	Reading to understand deeper meaning of what authors want to convey
English teacher solely responsible for teaching literacy	Literacy as part of science, social studies/history, and technical subjects (6-12)
Primarily writing personal narratives	Writing more to inform or argue using evidence
Most emphasis on content-specific vocabulary	Academic vocabulary given emphasis

21st Century Skills Map – World Languages

IN THE PAST

- Students learned about the language
- Teacher-centered class
- Focused on isolated skills (listening, speaking, reading, and writing)
- Coverage of a textbook
- Using the textbook as the curriculum
- Emphasis on teacher as presenter/lecturer
- Isolated cultural “factoids”

[http://p21.org/storage/documents/Skills%20Map/
p21_worldlanguagesmap.pdf](http://p21.org/storage/documents/Skills%20Map/p21_worldlanguagesmap.pdf)

21st Century Skills Map – World Languages

TODAY

- Students learn to use the language
- Learner-centered with teacher as facilitator/collaborator
- Focus on the three modes: interpersonal, interpretive, and presentational
- Backward design focusing on the end goal
- Use of thematic units and authentic resources
- Emphasis on learner as “doer” and “creator”
- Emphasis on the relationship among the perspectives, practices, and products of the culture

Communication

Students as effective communicators use languages to engage in meaningful conversation, to understand and interpret spoken language and written text, and to present information, concepts, and ideas.

- Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts.
- Use communication for a range of purposes (e.g. to inform, instruct, motivate, and persuade)
- Communicate effectively in diverse multi-lingual environments.

Novice Range

OUTCOME: Students in the novice range are able to comprehend and use short memorized phrases and sentences.

This proficiency level reflects the beginning stages of language learning which could be at the elementary, middle, or high school levels.

EXAMPLE: Students listen to authentic audio clips featuring native speakers describing an event, and can match the oral description to a picture, or put pictures in the order of the sequence of events as described. (Interpretive)

EXAMPLE: Students read several authentic menus and identify which would be appropriate for different people based on likes/dislikes and special dietary needs.



EXAMPLE: Students interview family members to find out the ingredients in their favorite recipes. They make a list of the ingredients and then compile a book of popular recipes in the target language.

EXAMPLE: Students browse the website of a current popular magazine in a target language country. They identify the emotions of the people in the photo based on their interpretation of visual and linguistic cues and then discuss their findings with their classmates.

Intermediate Range

OUTCOME: Students in the intermediate range are able to express their own thoughts, provide descriptions, and communicate about familiar topics using sentences and strings of sentences. They comprehend general concepts and messages about familiar and occasionally unfamiliar topics. They can ask questions on familiar topics.

Students reach this proficiency range generally after 4-5 years in a language program depending on its intensity.

EXAMPLE: Students prepare an electronic Infobrief in the target language that provides information about daily life in the United States to prepare for a visit from an e-pal from the target language country.



EXAMPLE: Students work in groups to research local restaurants and produce restaurant reviews in the target language. They map the restaurants on internet maps and give directions to the restaurants in the language.

EXAMPLE: Students write a short email describing their school's technology, its use in class, and appropriate-use guidelines. They ask students of a teacher in a target language country to describe the same at their school, and then discuss the similarities and differences.

Advanced Range

OUTCOME: Students in the advanced range are able to narrate and describe using connected sentences and paragraphs in at least three time frames when discussing topics of personal, school, and community interest and can comprehend main ideas and significant details regarding a variety of topics.

Students generally reach this proficiency range after participating in a well-articulated standards-based K-12 language program.

EXAMPLE: As part of a unit on community development, students communicate with a Peace Corps volunteer, community activist, or local leader who is fluent in the target language and has field work experience. Students exchange information as it relates to the work/projects being undertaken in that country or locally. Areas of focus may include: agriculture, business, education, health, and the environment.

EXAMPLE: In a simulated training exercise, students will role-play scenarios between airline passengers and flight attendants on a flight to a target language country. Possible scenarios include: passengers who (a) are concerned about missing their connecting flight (b) have food allergies or (c) are becoming ill.



Interpretive Communication

Students understand and interpret written and spoken language on a variety of topics.



1. The **interpretation of meaning**, including cultural.
2. The source is something heard, read, or viewed.
3. No opportunity to interact with the writer, speaker, or producer.
4. The task is to try to understand the gist and as many layers of details as possible

Crosswalk of Standards

Common Core State Standards-ELA	Standards for Learning Languages
Reading	Interpretive (Reading, Listening, Viewing)
<i>Key Ideas and Details</i> (3 standards)	
<i>Craft and Structure</i> (3 standards)	
<i>Integration of Knowledge and Ideas</i> (3 standards)	
<i>Range of Reading and Level of Text Complexity</i> (1 standard)	

Common Core State Standards-ELA	Standards for Learning Languages
Reading	Interpretive (Reading, Listening, Viewing)
<i>Key Ideas and Details</i>	
<p>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text</p>	<p>Interpretive Communication (Standard 1.2)</p> <ul style="list-style-type: none"> • Demonstrate comprehension of content from authentic audio and visual resources.
<p>2. Determine central ideas or themes of a text and analyze their development; summarize key supporting details and ideas</p>	<p>Cultures: Practices and Products (Standard 2.1 and 2.2)</p> <ul style="list-style-type: none"> • Examine, compare and reflect on products, practices, and/or perspectives of the target culture(s).
<p>3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text</p>	<p>Connections: Acquiring New Information (Standard 3.2)</p> <ul style="list-style-type: none"> • Acquire information from other content areas using authentic sources

Linking Common Core & World Languages

Key Ideas and Details – Across Levels

Novice Students	Intermediate Students	Advanced Students
Identify main ideas in developmentally appropriate oral/visual narratives based on familiar themes and highly predictable contexts with visual or graphic support.	Determine the main themes and significant details on primarily familiar topics from authentic multimedia and print sources, both informational text and narratives with easily discerned storylines.	Analyze the main ideas and significant details of discussions, lectures, and presentations on current or past events from the target culture or other content areas.

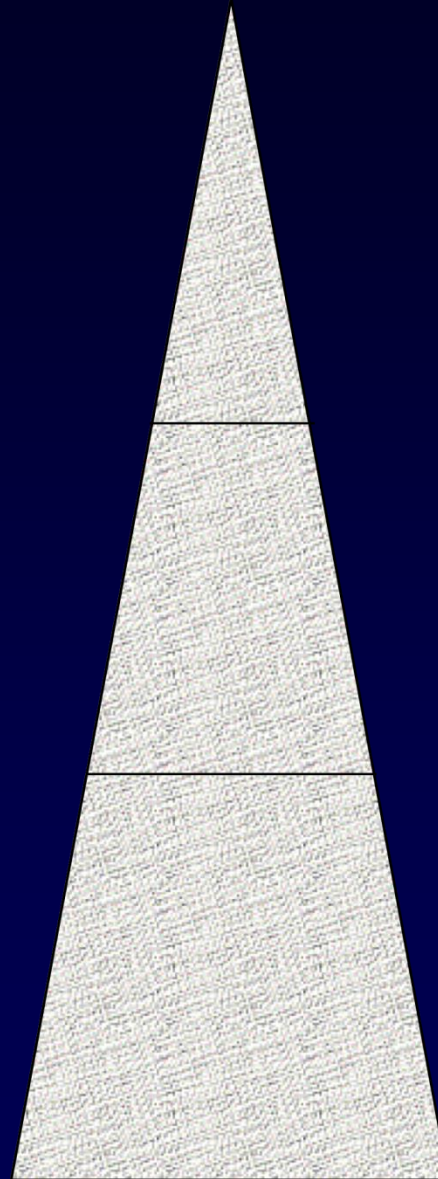
Traditional Format

Reading
assignment
given

Independent
reading

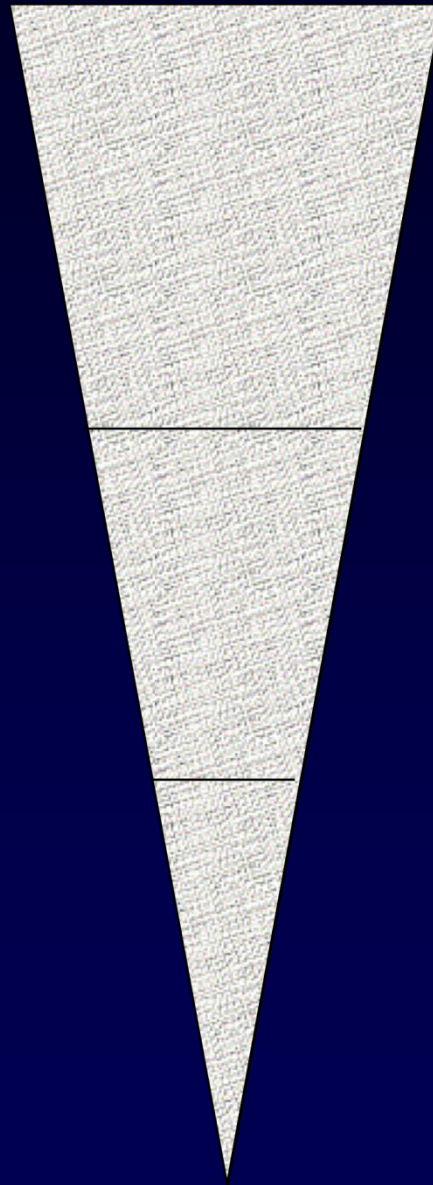
Discussion to
see if students
learned main
concepts, what
they “should
have” learned

ACTFL - Laura Terrill



Adapted from McREL blackline masters

Strategic Format



Prereading activities:
Discussion
Predictions
Questioning
Brainstorming
Setting Purpose

Guided ACTIVE
silent reading

Activities to clarify,
reinforce, extend
knowledge

Key Considerations

(Laura Terrill – ACTFL Webinar)

- Decide what students should know after reading, (listening to, viewing) the text. Determine what is essential.
- Determine what students should be able to do with the information once they have finished the text.
- Anticipate what might cause students difficulty. Consider elements such as:
 - background/cultural knowledge
 - vocabulary
 - organization of the text
- Model how they should *hold their thinking* while reading, listening to, or viewing the text.

Adapted from *Do I Really Have to Teach Reading*, Chris Tovani

Practicing “holding your thinking” during interpretive task

(Laura Terrill)

Read one paragraph silently (put pen down when done)

Alternate who says something first:

- Make a prediction
- Ask a question
- Make a comment
- Make a connection

Jot down what was said

Repeat with next paragraph



Before Reading

- Discussion
- Prediction
- Questioning
- Brainstorming
- Setting purpose



During Reading

- Guided
- Active
- Silent
- Individual



After Reading

- clarify
- reinforce
- extend knowledge

Performance Descriptors for Language Learners

Strategies learners will use:

1. Rely on visuals and familiarity of content or form
2. Focus on key words and phrases
3. Benefit from redundancy, paraphrasing, restatement
4. Anticipate (predict) and then verify meaning understood; relying less and less on background knowledge
5. Use structural clues
6. Use organization of the text
7. Use contextual clues
8. Try out inferences (logical conclusions)

R.A.F.T.

Role	Audience	Format	Topic
Rosita	Abuelo	Letter	Why you miss Abuelita so much
Braid	Rosita	Note	How much love you feel in her fingers and questions about why that is so
Newspaper Reporter	Americans who do not understand Day of the Dead	Newspaper Interview	Questions about the day and the items on the altar
?	?	?	?

Interpretive Mode

Health: Eating Well is a luxury

A recent study (*) shows that the poorest people eat poorly and putting their health at risk. A major problem in our country where one in ten are considered poor. Today, buying a chocolate bar, chips or a can of ravioli cost less money than a kilo of oranges, a piece of cheese or fish or meat. Investigators interviewed 1,164 people in Paris, Marseille, Dijon and Seine-Saint-Denis. All benefit from food aid: they are given food because they have not much money. Of these, only one out of 100 eat enough fruits and vegetables to get enough vitamins and fiber. And fewer than one in 10 eat enough cheese to get enough calcium. For these people, health risks are of concern: obesity, heart problems, cancer, behavioral problems. Given the gravity of the situation, food aid should perhaps provide more fresh produce, like fruits, vegetables, cheese. This is what the authors suggest that the survey noted that the less well-fed do not buy themselves fresh. How could they? Half of them spend less than 5 euros per day for food.(*) Study Abena, 2004/2005

Interpretive Mode

Indicate whether the statement is true, false or not stated. If true or false, indicate where the information can be found in the article.

1. Rich people do not eat as well as poor people.
2. 10% of the population of France is considered to be poor.
3. Poor people eat too many French fries.
4. Healthy foods are more expensive than unhealthy foods.
5. Only those who lived in Paris were interviewed.
6. Poor people do not eat enough fruit.
7. If you eat poorly, you risk being overweight.
8. A lot of poor people do not spend enough on food.
9. Rich people always buy fresh products.
10. Poor eating habits can cause behavior problems.

Sample Assessment Strategies: Interpretive Mode

After examining a website, identify correct information given “Either-Or” choices

Want to Know	Either	Or
1. Where the family is going to visit	___ in the country	___ in a city
2. How many people in the family	___ 3	___ 4
3. Activities they like to do	___ outdoor sports	___ travel to other cities
4. Food they like to eat	___ vegetarian	___ foreign foods

Sample Assessment Strategies: Interpretive Mode

Why can't all young people go to school?

Possible Content (Predicted)	Found in article?	What is the information?
1. Economic reasons	1.	
2. No secondary schools nearby	2.	
3. Civil unrest / war	3.	
4. Disinterest / boredom	4.	
5. Gender issues	5.	
6. Family reasons	6.	

Sample Assessment Strategies: Interpretive Mode

Fill in graphic organizer to identify key details

Proof For		Proof Against
	Young people don't attend school because of peer pressure	
	Parents do not encourage young people to go to school	
	Young people don't have to go to school to get hired for most jobs available	

Word Splash: Create Summary

Long summers

hiking trails

high cost of admission

young people

biking

shopping malls

family time

reduced amount of vacation time

amusement parks

no jobs

Petit déjeuner américain

- Jus de fruits (mélange d'agrumes ou de fruits exotiques)
- Café parfumé très allongé (à la noisette, à l'amande, au chocolat...)
- Un verre de lait nature ou aromatisé.
- Pancakes, les gaufres, nappés de sirop d'érable, de miel, de confiture, de sucre ou de cannelle.
- Céréales, arrosés de lait froid ou de yaourt.
- Müeslis aux fruits secs, mélangés à des compotes.
- Omelettes blanches garnies de légumes ou de jambon
- Salades de fruits

Petit déjeuner français

TRADITIONNEL

- Pain grillé beurré
- Confiture de fraises
- Café au lait
- Orange pressée

LEGER

- Pain complet
- Yaourt nature
- Demi pamplemousse
- Thé nature

1. What meal is being described in both ads?
2. Find the words for:
 - cold milk
 - dried fruit
 - a glass of milk
 - coffee with milk
 - plain yogurt
3. What do both Americans and French eat? Name at least 3 items.
4. Which menu do you prefer? Why?

Interpersonal Communication

Is NOT	IS
One-way communication	Two-way exchange
Memorized (dialogues)	Spontaneous (and unpredictable)
Only asking (all) the questions	Helping each other
Strict turn taking	Following-up and reacting; maintaining the conversation
Ignoring your partner; waiting to say something	Indicating interest: interactive body language; eye contact
Overly concerned about accuracy	Focusing on the message
Giving up when you don't understand	If communication fails/falters, asking for clarification

Crosswalk of Standards

Common Core State Standards-ELA	Standards for Learning Languages
Speaking and Listening	Interpersonal (Speaking & Listening; Writing & Reading)
<i>Comprehension and Collaboration</i> (3 standards)	
<i>Presentation of Knowledge and Ideas</i> (3 standards)	

Common Core State Standards-ELA

Standards for Learning Languages

Speaking and Listening

Interpersonal (Speaking & Listening; Writing & Reading)

Comprehension and Collaboration

1. Prepare for and **participate effectively** in a range of conversations and collaborations with diverse partners, **building on others' ideas** and **expressing their own** clearly and persuasively

2. **Integrate and evaluate information presented** in diverse media and formats, including visually, quantitatively, and orally

3. **Evaluate a speaker's point of view**, reasoning, and use of evidence and rhetoric

Interpersonal Communication (Standard 1.1)

Engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

- Engage in the oral exchange of ideas in formal and informal situations.
- Elicit information and clarify meaning by using a variety of strategies.
- State and support opinions in oral interactions.
- Self-monitor and adjust language production.
- Converse in ways that reflect knowledge of target culture communities (e.g., geographic, historical, artistic, social and/or political).

Linking Common Core & World Languages

Comprehension and Collaboration – Across Levels

Novice Students

Share likes and dislikes in conversation with others.

Ask and answer questions about topics, such as family, school events, and celebrations in person or via letters, e-mail, and multimedia.

Collaborate to solve simple real life problems.

Intermediate Students

Compare, contrast, and express preferences, opinions, and perspectives on events, experiences, and other familiar subjects.

Not only answer, but also ask questions; not only respond, but also initiate communication.

Collaborate to propose solutions to common real life problems.

Advanced Students

During conversations and discussions on a range of topics, narrate and describe in connected discourse. Respect cultural behaviors during interactions.

Exchange, support, and discuss opinions and individual perspectives on global issues or historical themes

Develop and propose solutions to issues and concrete problems that are common to communities near and far.

Tu aimes la ratatouille?

La ratatouille est un plat typiquement du Sud, composé de légumes, mijoté, et qui sent bon le soleil. Accompagné de viande ou de céréales comme le riz, le quinoa, le blé, la ratatouille est un plat plein de vitamines. Simple à préparer et économique, la ratatouille chatouille les papilles grâce au mélange subtil des parfums.



Pour 4 personnes:

- 3 courgettes
- 1 petite aubergine
- 1 petit poivron vert
- 1 petit poivron rouge
- 1 petit poivron jaune
- 4 tomates bien mûres
- 2 oignons
- 2 gousses d'ail
- Sel, poivre
- Huile d'olive
- Bouquet garni

Tu aimes la ratatouille?



- l'aubergine
- la courgette
- le poivron rouge, vert, jaune
- la tomate
- l'oignon
- l'ail

un repas français

Qu'est-ce que tu préfères? Pourquoi?



Assessing Communication Skills: Interpersonal

1. Task needs to provide a real need to communicate
 - Provide/obtain information
 - Express feelings and emotions
 - Exchange opinions
2. Task needs to be within content where student has some familiarity
3. Task needs to provide student with some degree of control (not just one predictable response)

Summative Interpersonal Assessment

You are attending a student United Nations event. The topic is food and hunger. You will represent one country and interact with others from other countries. Have a conversation where you ask and answer questions to discuss:

- Where you live
- Food likes and dislikes
- Foods that you eat in your country
- Healthy and unhealthy behaviors
- Hunger issues where you live



Describing Performance

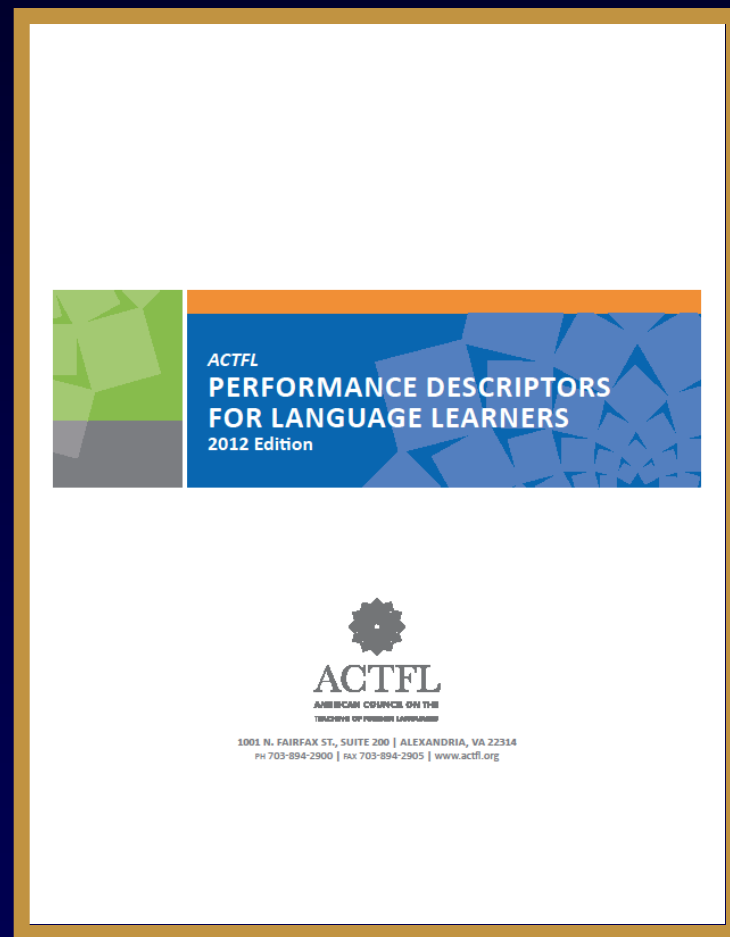
Performance Descriptors 2012

WHAT: *Standards for Learning Languages*

- Five Cs
- Three Modes of Communication

HOW WELL:

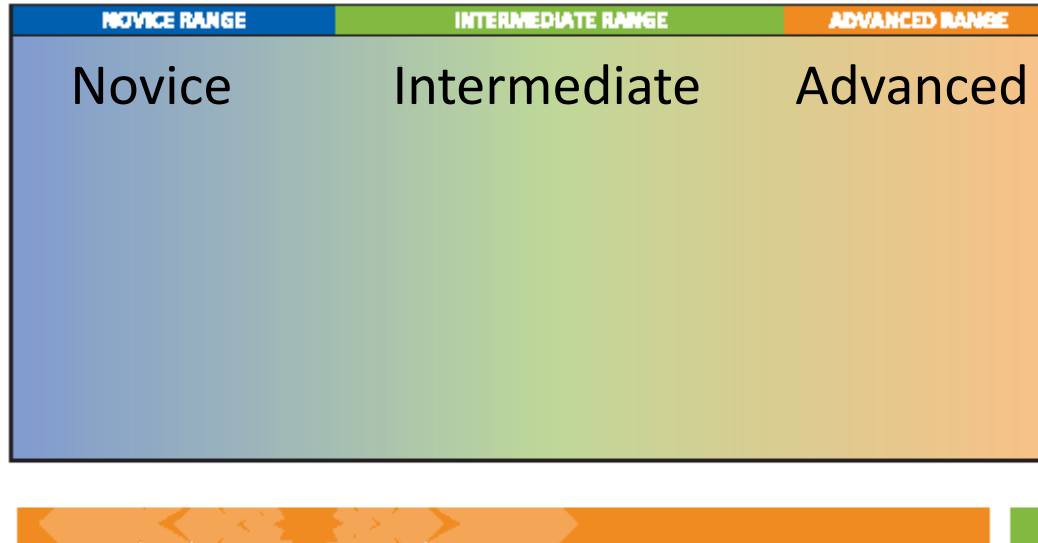
- 2012 *Performance Descriptors for Language Learners*
- Update and revision of 1998 *Performance Guidelines for K-12 Learners*



www.actfl.org – Publications – Performance Descriptors

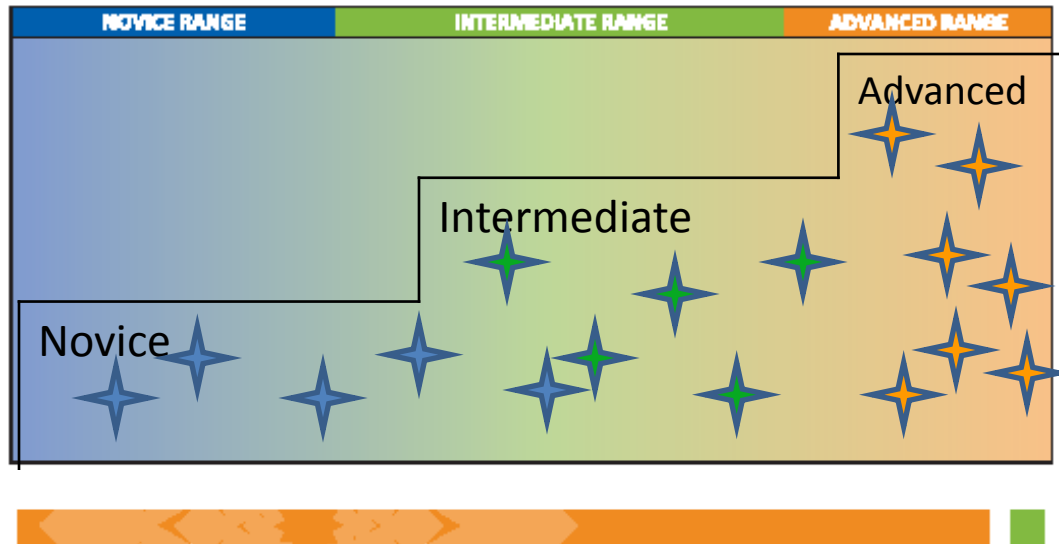
Performance

Three Ranges of Performance:



Three Modes of Communication: Interpersonal, Interpretive, Presentational

Developing Performance




Domain	Examples	What it describes
Functions	<ul style="list-style-type: none"> • Ask formulaic questions • Initiate, maintain, and end a conversation • Create with language • Narrate and describe • Make inferences 	Functions are the global tasks the learner can perform in the language
Contexts and Content	<ul style="list-style-type: none"> • Oneself • One's immediate environment • General interest • Work-related 	Contexts are situations within which the learner can function; Content is the topics which the learner can understand and discuss
Text Type	<ul style="list-style-type: none"> • Words • Phrases • Sentences • Questions • Strings of sentences • Connected sentences • Paragraphs 	Text type controlled by the learner is that which the learner is able to understand and produce in order to perform the functions of the level

How / How well able to be understood and to understand

Domain	What it answers	What it describes
Language Control	How accurate is the language learner's language?	Describes the level of control the learner has over certain language features or strategies to produce or understand language
Vocabulary	How extensive and applicable is the language learner's vocabulary?	Describes the parameters of vocabulary used to produce or understand language
Communication Strategies	How does the language learner maintain communication and make meaning?	Describes the strategies used to negotiate meaning, to understand text and messages, and to express oneself
Cultural Awareness	How is the language learner's cultural knowledge reflected in language use?	Describes the cultural products, practices, or perspectives the language learner may employ to communicate more successfully in the cultural setting

21st Century Skills Map – Interpersonal Tasks

Novice	Intermediate	Advanced
<ul style="list-style-type: none">Students develop a survey to investigate the eating habits of the class, interview students, and discuss the results to create a graphStudents browse online recipes and work in pairs to change ingredients to healthier alternatives	<ul style="list-style-type: none">Students collaborate to retell a familiar story and prepare to present it to their classmatesStudents exchange text messages to determine who has the busiest week. 	<ul style="list-style-type: none">Students chat with classmates to decide who has the most similar ideas on a debate topic; the resulting small groups work together to create the main points they will make in a debateStudents examine a blog about a news event in the target language country; identify what new information they discover and collaborate to post a reply

Talk Scores (Shrum & Glisan)

	Target language	Accurate	Listens	Kind
Student 1	+	+	+	+
Student 2	√	-	+	+
Student 3	-	√	-	+

Feedback: Sample Checklist

Task: Novice Level – Interpersonal:

For your trip, come to agreement on the day's schedule.

Performance Criteria:	I can do this on my own	I can do this with some help	I cannot do this
I can use numbers			
I can use words for activities			
I can use words for locations			
I can use expressions to show that I agree or disagree with what my partner says			
I can ask some questions			
I can say how many times, how often, how frequently I do various things			
I can provide some description			

Scored Discussion

Move from:	1 – 3 – 5	Move to:
Asks random questions		Follows up with logical questions
Only answers the question asked		Contributes additional information
Responds, but rarely initiates		Contributes personal insights to enhance discussion and draw in others
Comments are not relevant		Stays on topic

Crosswalk of Standards

Common Core State Standards-ELA	Standards for Learning Languages
Writing	Presentational (Writing, Speaking, Visually Representing)
<i>Text Types and Purposes</i> (3 standards)	
<i>Production and Distribution of Writing</i> (3 standards)	
<i>Research to Build and Present Knowledge</i> (3 standards)	
<i>Range of Writing</i> (1 standards)	

Common Core State Standards-ELA

Standards for Learning Languages

Writing

Presentation

(Writing, Speaking, Visually Representing)

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others

Presentation Communication (Standard 1.3)

Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics, knowing how, when, and why to say what to whom.

- Retell or summarize information in narrative form, demonstrating a consideration of audience.
- Self-edit written work for content, organization, and grammar.

Communities: Beyond the School Setting (Standard 5.1)

Use the language both within and beyond the school setting.

Overview to English Language Arts and Literacy Standards

Grade	To Persuade	To Explain	To Convey Experience
4	30%	35%	35%
8	35%	35%	30%
12	40%	40%	20%

Learning Check: Presentational Mode

Finish the Sentence:

1. You should visit the _____ museum because ...
2. You should eat at the _____ restaurant in order to ...
3. You should go to _____ to see ...
4. You should climb _____ because ...
5. You should travel to _____ for ...
6. You should shop at _____ so that ...

Building Blocks

Rosita made tortillas

 where ?

 with whom?

 when ?

 at what time?

 why?

Rosita made tortillas in her grandmother's kitchen at 2:00 on Sunday afternoon for the family dinner.

Write 5 sentences about summer.....



It's summer. It's hot. I love to swim. I like the beach. I like to play volleyball.

When it's sunny and hot in the summer I love to go to the beach so my friend and I can swim and play volleyball.

Teach transitions



but
and then
at first
however
often
later
perhaps
by the way
on the contrary
and
briefly

also
still, always
as, like
for example
in this way
suddenly
because
especially
in any case
finally
now

Writers consume more than they produce.



- Read like a writer.
- “Steal” characteristics of good text.
- Imitate familiar genres.

Keep a writing log. Write about the writing itself. Copy interesting sentences and comment on what makes them effective. Consider how the author gets the reader’s attention. Think about how you might use a certain technique.

Inquiry should inform writing throughout the process

Inquiry

can't be a writer without being a thinker,
need to find, focus and develop ideas

Drafting

ability to discover textual
clues and imitate them in
different contexts for
different audiences

Revision

develop a sensitivity to
text, revise to address
concerns about
audience

Strategic Writing
Deborah Dean

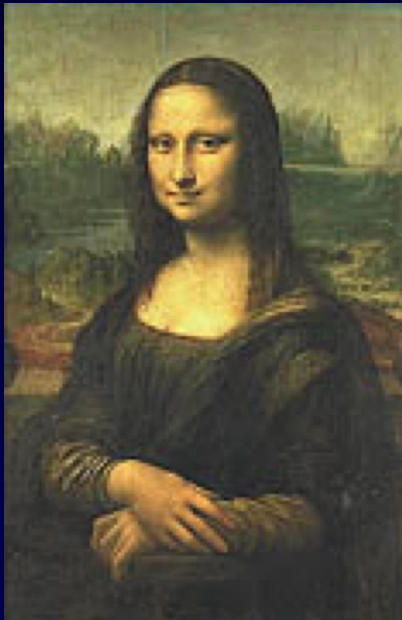
Ask the Questions — Write the Story



<http://1jour1actu.com/monde/lecture-d-image-enfants-bonheur-mali>

ACTFL - Laura Terrill

Great Art of France: Virtual Visits



Elle s'appelle Mona Lisa. Elle a 32 ans. Elle n'est pas jolie, mais elle n'est pas laide, non plus. Elle a les cheveux longs, pas noirs, pas blonds.....

Une carte postale arrive 72 ans plus tard

Mardi 1 septembre, 06h16

Cette carte postale est arrivée à la poste de Monaco la semaine dernière, en provenance du centre de tri de Nice.

Arrivée le 25 août 2009, la carte avait été postée le... 11 août 1937!

Postée à Saint-Etienne-de-Tinée, dans les Alpes-Maritimes, par M. Achierdi, cette carte postale était destinée à Fernande, sa fiancée.

Une fiancée décédée en 1969.....



Dialogue Journal Prompts

Lead ins....

- It's awful when I can't...
- When I'm bored...
- What I like most about myself...
- Something strange I saw....
- I couldn't sleep...
- What does it mean to be (lazy)?
- I went to the end of the rainbow and found...
- I have a dream...
- When I see (red), I think...
- I am happy when...
- Next year I want to...

Topic words.....

- Homework
- Fast food restaurant
- Snow
- Hero
- Zoo
- Money
- Vacation
- Car
- Friend
- Animal

Two Voice Poems

An example poem for two voices
written by NNWP consultant Campbell Pontius

Voice #1:

I am a polar bear
I eat fish
I must swim for my food
But I can't swim forever
When I get tired
I depend upon
Ice caps.

Voice #2:

I am an SUV
I guzzle petroleum
People pump mine
I burn gas pretty fast
When I pollute
I begin to destroy

Into the Classroom

Watch video of Davita Alston
“Hearing Authentic Voices”

What’s the evidence of languages supporting
the Common Core vision of literacy?

Interpretive	Interpersonal	Presentational

Unit: Respecting the Environment

Interpretive Assessment Task

Search two websites to identify actions students in ____ are taking to respect the environment

Interpersonal Assessment Task

Spontaneous conversation, compare what you do to respect the environment with what you and your partner found out from the websites

Presentational Assessment Task

Create a public service announcement to convince other students to take (new) action

Common Core: College and Career Readiness

Students:

- Demonstrate independence
- Build strong content knowledge
- Respond to the varying demands of audience, task, purpose, and discipline *Presentation/Interpersonal*
- Comprehend as well as critique *Interpretive*
- Value evidence *Presentation/Interpretive*
- Use technology and digital media strategically and capably *Presentation/Interpretive*
- Come to understand other perspectives and cultures *Interpersonal*

How do you help your students develop Common Core literacy?

Common Core Standards Through World Languages: Developing Literacy For 21st Century Learners



Thank You
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